DOCUMENT RESUME

ED 228 911 HE 016 059

AUTHOR Dunston, F. Myron; And Others
TITLE Annotated Bibliography: Black Student Retention in Higher Education Institutions.
INSTITUTION Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS AGENCY Office of Civil Rights (ED), Washington, DC.
PUB DATE Jan 83
CONTRACT 300-82-0289
NOTE 31p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; Access to Education; Ancillary School Services; Annotated Bibliographies; *Black Students; College Admission; College Attendance; *College Desegregation; *College Students; Disadvantaged; *Dropout Prevention; Higher Education; Student Attitudes; *Student Attrition; Student Recruitment

ABSTRACT

An annotated bibliography of 105 publications (1961-1982) on the retention of black college students is presented. Topics include: retention programs for low income and minority undergraduates; the interrelatedness of curriculum and cultural/economic reproduction; predicting academic performance in college; dropout prevention and reasons precipitating withdrawal; student attitudes toward services and instruction; attracting and retaining blacks in the field of engineering; desegregating America's colleges; black students attending white colleges; legislative remedies for increasing the educational access and retention of minorities; action plans for recruiting and retaining minority students; affirmative action projects for California community colleges and state universities; a summer enrichment program for minority/disadvantaged undergraduates; black student alienation; causes and consequences of dropping out, stopping out, and transferring; minority admissions after the Bakke decision; nonintellectual correlates of black student attrition; followup of young adults 4.5 years after high school graduation; intrusive college counseling; and new programs and services for nontraditional college students. (SW)

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ANNOTATED BIBLIOGRAPHY: BLACK STUDENT RETENTION IN HIGHER EDUCATION INSTITUTIONS

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for

Office for Civil Rights
U.S. Department of Education

January 1983

HE 016 059

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INSTITUTE ON DESEGREGATION

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COOPERATIVE PROJECT

This paper has been identified by a joint project of The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and
(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials are reviewed and recommended by participants of the Institute on Desegratation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse on Higher Education. An annual bibliography of this material will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

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If additional information is needed about this cooperative project or the criteria for selection of materials, please write or call the Director of the Institute on Desegregation at 919/683-6433, North Carolina Central University, Durham, North Carolina 27707.

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Annotated Bibliography

Althauser, Robert P.; Spivak, Sidney A.; and Amsel, Beverly M. The Unequal Elites. New York: John Wiley & Sons, 1975.

The authors examine the dissimilar effectiveness of higher education on black and white students. A primary focus is on whether equal resources (capability) among black and white college graduates would yield equal job status and income.

Anderson, Edward "Chip". "A Retention Design Applied to an Equal Opportunity Program." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

This chapter explains the success of retention programs as a function of the premise on which the programs are organized and coordinated rather than the specific services they provide. Eleven major themes which are thought to be essential to the coordination of successful retention programs for low income and minority undergraduates at UCLA are identified.

Apple, Michael W. Ideology and Curriculum. London: Roultedge & Kegan Paul, 1979.

The educational process is analyzed in the context of social hegemonic patterns. Among other things, the author focuses on the interrelatedness of curriculum and cultural/economic reproduction.

Astin, Alexander W. Predicting Academic Performance in College; Selectivity Data for 2300 American Colleges. New York: The Free Press, 1971.

A book which as the author explains is designed as an aid in the selection process of a college by high school students and their counselors. Its attention to the identification and use of variables that predict academic performance as well as the environmental features of individual colleges makes it an interesting study among educators and social scientists.

Astin, Alexander W. Preventing Students From Dropping Out. San Francisco: Jossey-Bass, Inc., 1975.

This book represents an extensive study of the factors which relate to student attrition. The study begins with an analysis of three definitive categories of students: (1) dropouts; (2) stop-outs; and (3) persisters. These categories serve as a conceptual overview to the analysis of approximately one hundred student characteristics. This research is a part of a group of ongoing

longitudinal studies in education of approximately three million students and nine hundred institutions.

Axtel, Dayton and Coad, Alison. A Study of a Sample of Merritt College Students: Reasons Precipitating Possible Withdrawal, and Attitude Toward Services and Instruction. No. 11. Oakland, California: Northern California Community Colleges Research Group, 1979. (ERIC Document Reproduction Services No. ED 186 047)

The major findings indicate that only 8.7% of the respondents were considering dropping out. Financial difficulty was the most frequently cited reason, followed by the need to get a job and personal commitments or problems. Another 47.3% of the respondents indicated that they had given serious consideration to leaving due to the need to get a job, personal commitments, and intention to transfer.

Bandura, Albert, and Huston, Aletha C. "Identification as a Process of Incidental Learning." Journal of Abnormal and Social Psychology, 63 (1961): 311-318.

This article hypothesizes that persons who have nuturant and rewarding interactions with models exhibit significantly more of the models' behavior than do those who experience relatively cold relationships.

Beal, Philip E., and Noel, Lee. What Works in Student Retention. Iowa City, Iowa: The American College Testing Program and National Center for Higher Education Management Systems, 1980.

This book is based on a national survey completed in 1979 among a sample of postsecondary institutions. The findings reveal a significantly high student attrition rate among two-year public, four-year public, and four-year private sectarian schools. The need for institutions to take action to recognize and remediate problems experienced in this area is identified.

Bond, Arthur J., and Lebold, William K. Factors Associated with Attracting and Retaining Black Americans in Engineering. Washington, D.C.: American Society for Engineering Education, 1977. (ERIC Document Reproduction Service No. ED 176 602)

Summarizing the highlights of four monographs on the recruitment and retention of black Americans in engineering at Purdue University, the report details 1966-76 statistical trends. The overall results of the study indicate that the number and proportion of black students beginning engineering at Purdue and nationally has increased significantly in recent years, but is still relatively small. The best predictor of retention of black students in engineering is college grades. College board scores are relatively poor predictors of grades or retention. Freshman

expectations of college were similar for black and non-black students but external factors including financial aid were apt to be more important for black students. Black students transferred and withdrew largely due to grades and interest. Purdue black B.S. engineering graduates surveyed in 1974 had and were continuing to pursue advanced graduate and professional degrees, and held positions of responsibility in both technical and managerial fields. They achieved higher than average salaries and generally were quite satisfied with their jobs, careers, and choice of engineering and Purdue.

Boyd, William M. Desegregating America's Colleges, A Nationwide Survey of Black Students, 1972-73. New York: Praeger Publishers, 1974.

The author presents data drawn from 979 face-to-face interviews conducted at forty colleges and universities across the United States during the 1972-73 academic year. Respondents were 785 black students and 194 black or white faculty members and administrators. The study focuses on black students' attitudes towards the institutions which they attend. One significant finding is that a sizeable number of black students deem some of the policies designed to improve black accessibility of institutions to have negative consequences to them. An example of a policy found to be negatively viewed by black students is the practice of lowering entrance requirements without avoiding the stigmatization of all black students as educationally handicapped. Technical details about the selection of colleges and respondents, and the complete questionnaire are included in the book's appendix section.

Bressler, Marvin. "White Colleges and Negro Higher Education." Journal of Negro Education, 26 (Summer 1967): 258-65.

Problems which black students encounter are identified. Some of these problems include fianancial difficulty, restricted academic competence, problems with individual and group identification, and economic stresses. The author suggests that those who go to college must choose among social options: assimilation, cultural pluralism, or separatism. Recommendations included in the article are that attention be given to admissions policies, allocation of resources, teaching inventiveness, and curricula.

Britts, Maurice W. Blacks on White College Campuses. Minneapolis: Challenge Productions, Inc., 1975.

This book focuses on the Metropolitan Teacher Education Program Selection (M-TEPS) designed for minority students in 1968 at Concordia College, St. Paul, Minnesota. Britts looks at the attitudes which prevail on the campus regarding the racial conditions and the existence and function of the program. It is found that M-TEPS students tend to feel more alienated than other students and that they are more likely to express the need for preferential treatment for minority students on that campus. An insightful

history of black education in Minnesota is included in the Introduction (by Geneva Southall) and opening chapter. A concluding chapter offers a prescription for minority recruitment programs.

Brown, Frank. "Legislative Remedies for Increasing the Educational Access and Retention of Minorities." In Gail E. Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

As stated in the introduction, Brown's three major contentions are that: (1) increased federal and state legislative involvement in the education of minorities must take place to facilitate greater achievement of black students; (2) the nature of legislative involvement necessitates major changes in some already existing programs; and (3) increased legislative involvement should be in the form of a series of formal incentives aimed at motivating teachers and administrators to better educate and facilitate the academic needs of minority students. These incentives include those of an economic nature that would be directly provided to teachers, individual schools and districts.

Buffkins, Archie. "White Students at Black Schools." Journal of Afro-American Issues, 5 (Winter 1977): 66-71.

The issues and problems surrounding the admission of white students to historically black institutions of higher education are discussed. The article offers a significant parallel with social and academic questions that must be addressed on predominantly white campuses.

Burlew, Kathleen Hoard. Black Youth and Higher Education: A Longitudinal Study. Ohio: 1979. (ERIC Document Reproduction Service No. ED 181 100)

A study which began in respondents' senior year of high school and extends over a four year period, which is designed to examine the factors leading to postsecondary enrollment and retention. Major findings include: (1) some of the factors that predict academic performance also predict educational attainment and retention in postsecondary education; (2) characteristics of black youth during their high school years predict later educational attainment; (3) nonacademic indicators can be used to predict educational attainment among black youth. Nonacademic predictors considered important in this study include aspirations and expectations, self-perceptions, and others' perceptions.

California Community Colleges, Sacramento Board of Governors. Action Plan for the California Community Colleges, 1979. (ERIC Document Reproduction No. ED 192 822)

Policies, relevant enrollment data, and plans for action for recruiting and retaining minority students are presented in a student affirmative action plan for the California Community Colleges. After introductory material outlining the goals of student affirmative action and the legal responsibility of state and district educational authorities to achieve these goals, the plan examines the underrepresentation of ethnic minorities, women, those with low incomes, handicapped individuals, and older adults in community college enrollments. The need to correct this underrepresentation through improved access, retention, and institutional commitment is then discussed, followed by suggested plans of action for: (1) expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, student affairs, basic skills, and tutorial services; (3) the continued development of special programs and financial support for underrepresented students, such as the extended opportunity programs and services; and (4) improved faculty, staff, and student awareness of underrepresented students and their preferred modes of learning.

California Postsecondary Education Commission and the California State University and Colleges. The Resource Directory of California Equal Educational Opportunity and Student Affirmative Action Programs, 1981-1982. Long Beach and Sacramento, California: 1982.

This directory provides a comprehensive list of California programs involved with equal educational opportunities at the postsecondary level.

The California State University and Colleges. Funded Student Affirmative Action Projects in the California State University and Colleges 1979-80, Activities and Accomplishments. Long Beach, California: 1980.

As stated in Section One, the overview, this report provides a discussion of the activities and policy outcomes of 1979-80 funded Student Affirmative Action outreach projects in the California State University and Colleges. Evidence of the success achieved by these special projects is given. Section Two details each project and explains programmatic strategies, priorities, and activities. Section Three provides an analysis of the activities and outcomes achieved by each participating CSUC campus. Included in Section Four is a discussion of the focus on intersegmental coordination of resources. Past, present and future retention efforts are presented in Section Five. Section Six describes current SAA programs. Section Seven provides a summary of the year's accomplishments.

The California State University and Colleges. Student Affirmative Action in Action: A Source Book. Long Beach, California.

This source book provides strategies for the implementation and administration of university-level student affirmative action programs at the California State University and College campuses. One hundred fifty specific action items are identified.

Carey, Phillip; Singh, Baldave; and Pillinger, Barbara. "Impact: A Summer Enrichment Program for Minority/Disadvantaged Undergraduates at the University of Minnesota." In Gail E. Thomas, Black Students in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

This chapter provides an overview of a summer program for incoming freshmen established at the University of Minnesota in 1978 by the University's Office for Minority and Special Student Affairs. The researchers begin with the premise that minority access and retention becomes an increasing concern as black enrollment patterns shift from largely segregated black campuses to predominantly white campuses. Based on such a premise, the program's philosophy is that black student performance can be improved through the provision of adequate academic, social, and financial support by a group of highly structured and committed faculty and administrators. The program further stresses the total commitment of all aspects of the University to meeting the needs of minority students. The authors conclude that this program has demonstrated its effectiveness in improving the academic performance and retention rate of its participants.

Centra, John A. "Black Students at Predominantly White Colleges: A Research Description." Sociology of Education, 43 (Summer 1970) 325-39.

Eighty-three predominantly white institutions are included in a study which reveals the existence of a dual environment with minimal black involvement in several on-campus activities. This duality serves to explain black student alienation.

Centra, John A. "College Enrollment in the 1980s: Projections and Possibilities." Journal of Higher Education, 51 (January/February, 1980): 18-39.

This article addresses the projected and now realized decline in the enrollment of the national student age population among colleges and universities during the 1980s and 1990s. Further attention is given to the relatively low retention and graduation rates of black students.

Claerbaut, David, P. Black Student Alienation: A Study. San Francisco: R & E Research Associates, Inc., 1978.

The author examines the process of alienation among black students at small, private, liberal arts colleges, and offers a good conceptual view, using such noted theorists as Marx, Weber, Durkheim, Merton, Seeman, and Frumm.

Clark, Robert M. Special Counseling Study, Fall, 1978, Entering Class. California: Reedley College, 1979. (ERIC Document Reproduction Service No. Ed 175 498).

This study is based on data pertinent to 99 students who entered Reedley College with less than a 2.0 GPA ("special counseling" students). Findings indicate that special counseling students who were identified completed more counseling services than those students represented in the control group. Special counseling students were also more likely to utilize tutorial services, and receive financial aid. It is a further contention of this study that these students were less likely to withdraw from school after the first semester, and more likely to improve their first semester GPA.

Commission on the Higher Education of Minorities. Final Report of the Commission on the Higher Education of Minorities. Los Angeles, California: Higher Education Research Institute, Inc., 1982.

This report provides recommendations for educational development of four racial and ethnic minority groups - Afro-Americans, Chicanos, Puerto Ricans, and Native Americans. The recommendations are based on a 1979-81 study of these groups.

Cope, Robert G. "Why Students Stay, Why They Leave." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

This chapter examines ways to enhance student retention by improving the social and academic integration of students and institutions, yet the author does not deny that leaving college can often be a positive rather than a negative step.

Cope, Robert G., and Hannah, William. Revolving College Doors: The Causes and Consequences of Dropping Out, Stopping Out, and Transferring. New York: Wiley, 1975.

As the authors indicate, there are seven conclusions drawn from this study that are relevant to the issue of student attrition and retention and which may precipitate some element of surprise among researchers and educators: (1) the rate of dropping out is not as large as previously estimated, especially among the talented; (2) the actual reasons for withdrawal, dropping out, and stopping out

are not what they seem to be; (3) the benefits, the positive outcomes, and the reasons to encourage stopping out are substantial; (4) there are enormous differences in the rates of degree completion among different types of colleges, in fact the rate of non-degree outcomes in community college programs suggests the need to rethink the purposes of community-junior colleges; (5) pre-college admissions tests are of little value in detecting probable admissions dropouts; (6) the reasons for withdrawing have changed considerably in recent years requiring new forms of adaptation for colleges; and (7) colleges should consider facilitating dropping out.

Council, Kathryn A. Graduation and Attrition of Black Students at North Carolina State University. Raleigh, North Carolina: North Carolina State University, Division of Student Affairs, 1974. (ERIC Document Reproduction Service No. ED 130 588)

Reports graduation and attrition patterns of black students at North Carolina State University. The report shows that SAT scores and high school rank, when used alone, were not good predictors of performance for this group. First year GPA appears to be a good measure of eventual success for black students. In fact, black students in this study have a probability of graduation that was at least as high as other students with the same first-year GPA.

Cox, Archibald. "Minority Admissions After Bakke." In Bakke, Weber, and Affirmative Action. Working papers from a Rockefeller Foundation Conference, July 12-13, 1979. New York: The Rockefeller Foundation, 1979.

Three conclusions drawn in this paper are: (1) Generally, no fixed number of places can be set aside for minority applicants unless the institution is willing to admit past discrimination. (2) Changing a minority objective from one titled "quota" to one titled "goal" will not save a program from challenge. (3) Special committees for minority candidates will not be permissible unless comparisons can be made between minority and majority candidates. Cox advises that while Bakke requires change in some admissions policies, efforts to achieve racial equity in admissions is feasible.

Crockett, David S. "Academic Advising: Cornerstone of Student Retention." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc, 1978.

It is contended that academic advising on many college campuses is perfunctory, clerical, and ineffective. This chapter examines the reasons for this failure and how improvements can be brought about.

Cross, Patricia H., and Astin, Helen A. "Factors Affecting Black Students' Persistence in College." In Gail E. Thomas (Ed.). Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

This chapter focuses on how financial aid affects the persistence of black students in higher education institutions. It also presents the types and amount of financial aid received by these students.

Daves, Samuel C.: Loeb, Jane W.; and Robinson, Lehymann F. "A Comparison of Characteristics of Negro and White College Freshmen Classmates." Journal of Negro Education. 39 (Fall 1970): 359-66.

Black and white freshmen at the University of Illinois are observed. This 1970 study includes a profile of black students in which a significant number of individuals are identified as having relatively low academic preparation and high aspirations.

Dicesare, Anthony C., et al. Non-Intellectual Correlates of Black Student Attrition. College Park, Maryland: University of Maryland, Cultural Study Center, 1970. (ERIC Document Reproduction Service No. ED 049 714)

The results indicated that the black students who registered at the University of Maryland for the fall 1969 term and returned for the spring 1970 term have more self-confidence and higher expectations, and are more likely to live on campus and make use of its facilities than non-returning black students. Authors conclude that the black students who stay in school have a strong self-concept and take a more realistic look at the university and adapt it to their own goals.

Eckland, Bruce K., and Wisenbaker, Joseph M. National Longitudinal Study: A Capsule Description of Young Adults Four and One-Half Years After High School. Research Triangle Park, North Carolina: Research Triangle Institute, February 1979.

This study provides an evaluation of a data base containing statistics on a national sample of 1972 high school seniors after graduation, and tracks the year-by-year progress of the student sample within a four-year period in the areas of postsecondary training and employment.

Fisher, James L. "College Retention From a Presidential Perspective." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

The author points out that a substantive academic program is one of the best assurances of student retention, though retention programs also play an important role.

Gaier, Eugene L., and Watts, William A. "Current Attitudes and Socialization Patterns of White and Negro Students Entering College." Journal of Negro Education, 38 (Fall 1969): 342-50.

The authors present a study of black and white freshmen at a small predominantly white college, Macalester, and an all black college, Clark. Findings indicate that college attendance may be associated with upward social mobility for a larger percent of black students than white students.

Ginzburg, Eli. "Black Power and Student Unrest: Reflections on Columbia and Harlem." The George Washington Law Review, 37 (May 1969): 835-47.

This article presents a study of Columbia University student protests of 1968. The author predicts in 1969 that colleges and universities would experience greater black activism in the decade ahead, and concludes that peace on campus would depend both on ability of administrators to treat matters involving black goals and aspirations effectively, and on white faculty and students' attitudes and actions toward black students. He further suggests that urban institutes create and maintain close relationships with urban black community.

Glennen, Robert E. "Intrusive College Counseling." College Student Journal, (February/March, 1975), 2-4.

A counseling program initiated at the University of Nevada, Las Vegas is cited. The author suggests an intrusive counseling program in which counselors "thrust" themselves into the affairs of students as a means of improving attrition rates at the postsecondary level.

Glenny, Lyman A. "Demographic and Related Issues for Higher Education in the 1980s." Journal of Higher Education, 51 (July/August 1980): 363-380.

In light of enrollment projections that indicate an increase in minority college students and a decrease in non-minority students during and following the 1980s, the author points to the critical responsibility of institutions to develop strategies to reduce student attrition.

Goodrich, Andrew. A Data-Driven Retention Model for Improving Minority Student Persistence in Higher Education Institutions. Chicago: Data-Driven Retention Systems Ltd., 1980.

As the author explains, the model utilizes a comprehensive approach that provides for the use of data in improving the retention and graduation rates of minority and non-traditional student

populations in both predominantly white and black institutions. The model is presented under six component headings: (1) Data Collection and Formating; (2) Computerized Academic Monitoring System; (3) Academic Articulation and Retention Teams; (4) Campus-wide Retention Workshop; (5) Pre-Professional academic societies; and (6) Follow-up/Evaluation. Four objectives are attached to these components: (a) identification by administrators of problems and solutions pertinent to minority enrollment and enrollment distribution; (b) monitoring the academic status of minority students; (c) providing a resource in identifying needs for improved advisement, support services, and curricula, and; (4) providing a tool for recommending policy and procedural changes.

Goodrich, Andrew. "New Programs and Services for Higher Education's New Student." Journal of Afro-American Issues, 5 (Winter 1977): 20-32.

The article states that prior to the 1960s, white institutions regarded black students in the context of a "cultural deficit" model. (The special services for disadvantaged students of higher education programs contains language from this deficit model in the guidelines authorized by the Higher Education Act of 1965, Title IV, Section 408.) In contrast, the contemporary approach is reflected in programs developed in the context of the cultural strength model. This model is prevalent among many current recruitment and retention programs. The author states that if this thrust is not diminished as a result of what appears to be a move to de-emphasize programs for minorities, all students enrolled in white institutions will be beneficiaries.

Gracie, L.W. Student Retention and Graduation at North Carolina State University. Raleigh, North Carolina: Office of Student Affairs Research and Planning, North Carolina State University, November, 1978. (ERIC Document Reproduction Service No. ED 169 863)

Data gathered by N.C. State for freshman class entering since 1972 show retention rates of 79.6% after one year, 70.1% after two years, 66.1% after three years, and 63.5% after four years. Corresponding rates for black students were 79.6%, 72.9%, and 58.9%, respectively.

Haagen C. Hess. Venturing Beyond the Campus: Students Who Leave College. Middletown, Connecticut: Wesleyan University Press, 1977.

Peer support in a collegiate social system is shown to be associated with persistence in college. College dropouts and stopouts perceive themselves as having less social interaction than do persisters.

Hahn, Ralph W. "In Defense of Dropping Out: A Forthright Refutation of Community College Dogma." Community College Review (Winter 1974): 35-40.

Especially relevant to community colleges, the article suggests dropping out as an option available to students that is not necessarily harmful. An approach is presented in which colleges would expand course offerings and free students from the pressures of being compelled to complete an academic program. This article is noteworthy with regard to withdrawal which is not institutionally enforced.

Hamilton, Charles V. "On Affirmative Action as Public Policy." In Bakke, Weber, and Affirmative Action. Working papers from a Rockefeller Foundation Conference, July 12-13, 1979. New York: The Rockefeller Foundation, 1979.

As stated in the preface of the publication, the paper details the history of affirmative action and traces the difference between overt and covert recognition of ethnic inclusion in political policies.

Harrower, Gordon, Jr.; Herrling, John R.; Houpt, Ann; Maugle, Kenneth B. Retention: An Inductive Study of Representative Student Groups at Middlesex County College. Edison, New Jersey: Middlesex County College, 1980. (ERIC Document Reproduction Service No. ED 198 851)

Study conducted to examine the problems and experiences of various segments of its student body and determine factors that aggrevate student interaction and increase student attrition.

Haynes, Leonard L. "The Adams Mandate: A Format for Achieving Equal Educational Opportunity and Attainment." In Gail E. Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

The significance of the Adams v. Richardson (1973) decision to black Americans in the area of education is explained.

Hedegard, James M.; and Brown, Donald R. "Encounters of Some Negro and White Freshmen with a Public Multiversity." Journal of Social Issues, 25 (Summer 1969): 131-44.

The authors studied black and white freshmen at a large public university, and observed that the two racial groups differed most markedly in family characteristics (i.e., parents' income, occupation, and education) and pre-college experiences.

Hillery, Milton C. "Maintaining Enrollments Through Career Planning." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

The general recruitment and retention activities that are underway at the community college, Gateway Technical Institute in Kenosha, Wisconsin, are presented. Career planning is suggested as a response to concerns surrounding students' admission and retention. The information contained in this article is in some ways applicable to that service area in four-year institutions.

Hoyt, Donald P. "A Retrospective and Prospective Examination of Retention-Attrition Research." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey Bass, Inc., 1978.

This chapter seeks to clarify and reconceptualize the problem of attrition by examining current assumptions and directions for further research.

Jackley, Janet P. and Henderson, Cathy. Retention: Tactic for the Eighties. Washington, D.C.: American Council on Education, December 1979.

Retention policies are suggested as one way to help offset the impact of reduced enrollment.

Jones, Larry G. Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions. Atlanta, Georgia: Southern Regional Education Board, 1979. (ERIC Document Reproduction Service No. ED 181 834)

This study is based on a survey of 2,564 black college students attending 19 predominantly white colleges in the south. The study was designed to determine student attitudes and opinions about their institutions. A significant number of respondents demonstrate a concern that institutions are not making enough of an effort to recruit and maintain minority faculty and students. The major factor identified as contributing to recruiting minority students is increased financial aid. The researcher recommends that traditionally white institutions commit themselves to meeting the special needs of minority students.

Kaye, Robert A. "A Required Counseling-Study Skills Program for Failing College Freshman." Journal of College Student Personnel (March 1972): 159-162.

This article focuses on a program implemented to treat failing freshmen at the University of Connecticut during the spring semester of 1969-70. That program's procedures represent a combination of individual counseling, group guidance, and academic skills training. The researchers observe that the mean GPA of the participants in the program came to be significantly higher than

that of failing freshmen who did not participate. Kaye further suggests that the combined treatment program would positively impact on students' retention rates, and recommends the implementation of more required remedial programs along with the assumption of more responsibility for academic failure (particuarly among freshmen) by the university system.

Kiernan, Irene R.; and Daniels, Roy P. "Signs of Social Change Through an Exploratory Study of 23 Negro Students in a Community College." Journal of Negro Education, 36 (Spring 1967): 129-35.

A 1967 study of lower class black students in a community college reveals that attitudes and actions of a lower-class nature seem to be a determinant of failure to finish college, and that transition from lower-class to middle-class has negative psychological consequences including personal anxiety, bitterness, self-hatred and outward directed hatred, and recurring value conflict.

Koon, Jeff. Undergraduate and Graduate Enrollments of Black and Chicanos at UCB. Berkeley: University of California, 1979. (ERIC Document Reproduction Service No. ED 180 425)

Data is presented concerning the enrollments of black and Chicano graduate and undergraduate students at the University of California, Berkeley. Problems related to academic decision-making are addressed, and a number of problematic academic decisions that are likely to negatively affect the recruitment and retention of black and Chicano students are identified. The author seeks an explanation for the decline of black and Chicano enrollment since 1976. This statistical trend is explained by racism and discrimination, and administrative policy decisions.

Kowalski, Cash. The Impact of College on Persisting and Nonpersisting Students. New York: Philosophical Library, 1977.

This book identifies key factors that distinguish between persisting students. The suggestions for programmatic guidelines to aid in reducing higher education dropout rates found in the text are noteworthy. One suggestion is that universities evaluate students' background characteristics such that potential dropouts could be so identified before they become dropouts. A further suggestion is that this information be shared with faculty members. This example is particularly significant in light of contrasting approaches that suggest that there is no inherent trait that leads to academic weakness.

Leggett, Glenn. "The Small Private College: An Equilibrium Between Change and Constant Values." Centennial Review, 14 (Winter 1970): 1-16.

From an institutional perspective, the state of small private colleges is discussed. Small colleges are characterized as being single-purpose, non-metro, and residential which may prove stressful to urban black students.

Lehman, L. Y., and Sanford, T. R. "Graduation Rate Data: A Major Contribution to Institutuional Planning." Paper presented at the Annual Meeting of the Southern Association for Institutional Research, Nashville, Tennessee, October 26-27, 1978.

The authors suggest that retention is a viable tactic for reducing the impact of the anticipated decline in the size of the college pool, and retention data can be a valuable aid in an institution's planning efforts.

Lincoln, C. Eric. "In the Wake of Bakke." In Bakke, Weber, and Affirmative Action. Working papers from a Rockefeller Foundation Conference, July 12-13, 1979. New York: The Rockefeller Foundation, 1979.

This paper provides the historical development of and rationale for past policy efforts to assist black people engaged in the application process. Particularly noteworthy is the attention given to the use of the term, "minority", as a group category. Lincoln suggests that this term brings about a tendency to ignore factors that are specifically associated with being black.

MacDonald, Kenneth E., and Sites, Paul. "Attitudes Toward Various Conceptions of Black Power Among Black and White University Freshmen." Paper Presented at the 67th Annual Meeting of the American Sociological Association, New Orleans, Louisiana, 1972.

The 1972 paper examines black and white students' attitudinal conflicts. MacDonald and Sites studied black and white freshmen attitudes toward black power at a large midwestern university, and concluded that white students were not open to what black students most wanted.

Maryland State Board of Higher Education. Sixth Midyear Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland. Annapolis, Maryland, 1980. (ERIC Document Reproduction Service No. Ed 194 018)

Institutional progress in the implementation of Maryland's desegregation plan for public postsecondary education institutions is reported. Midyear status reports are presented by each

institution. Information is also given on desegregation activities of the State Board for Higher Education for August 1979 through July 1980 and on funds appropriated in funding year 1981 for implementation of the State's desegregation plan. The narrative summary of overall progress to date indicates that in the fall of 1979, the State's Public Higher Education Board reported 21,8% black students enrolled as full-time undergraduates. Community colleges as a group increased their black enrollments between 1978 and 1979, and 7% of all first-professional students enrolled in the State's public universities were black; this proportion has remained constant since 1977. Additionally, black administrators and faculty are clustered in the predominantly black institutions. Highlights of the midyear institutional reports are presented for the community college segment, state colleges and university segment, University of Maryland segment, and St. Mary's College of Maryland. Information is included on student retention, student recruitment, financial aid, and faculty/staff recruitment.

Mather, Anne D. University-Wide Planning for the Minority Student. Regional Spotlight, Vol. IX, No. 3. Atlanta, Georgia: Southern Regional Education Board, 1975. (ERIC Document Reproduction Service No. ED 149 663)

This study points out that most universities are not open-door, and special admissions policies for blacks have been halved since 1969. Problems that are discussed include: (1) the lessening of recruitment efforts; (2) the gap between black student's expectations of the university, and their experience there; and (3) the changes in resource allocations that have been caused by financial cut-backs.

Miller, Myrna R. "Retaining Adults: New Educational Designs for a New Clientele." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

This chapter states that programs offered for adult learners must be designed to overcome the internal and external constraints experienced by this type of student.

Moen, Norman W., Ed. "Renovation of the A.A. Degree Program: The General College Retention (PEP) Program, Evaluation of General College." General College Newsletter, 26, May 1980. (ERIC Document Reproduction Service No. ED 190 976)

Three major topics are covered in this newsletter: (1) The progress of a committee studying the renovation of the associate of arts degree is examined. Elements of good two-year degree programs are listed, followed by suggestions of reports the committee may find helpful in accomplishing its goals. (2) The General College Retention Program developed to encourage academic improvement in three groups of students: black, American Indian, and

Chicano/Latino is explained. Three Pilot Education Packages (PEP) are described, each a three-quarter, integrated, interdisciplinary set of modules of skills development, subject matter courses, career planning, and counseling. The gradual integration of PEP students into the general student body and special problems of the monolingual Chicanos/Latinos are discussed. Some early observations are presented which indicate that PEP is accomplishing its retention goals. A discussion of the future of the program includes the need for more minority-group staff members, increased attention to career planning, and PEP's to reach other high-risk student groups. PEP schedules and course descriptions are included. (3) A plan for a self-study of the General College is evaluated.

Morris, Lorenzo. "The Role of Testing in Institutional Selectivity and Black Access to Higher Education." In Gail E. Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

The hypothesis that cultural bias and similar problems related to testing are as much the result of institutional predispositions as they are the consequences of psychometric deficiency is examined. The author concludes that heavy reliance on standardized achievement testing places black students at a disadvantage, and that the use of achievement tests in admission policies serves to accommodate rather than rectify social and racial inequalities among higher education institutions.

Motley, Gladys D. W. A Systematic Approach to Advising. Cheyney, Pennsylvania: Cheyney State College.

This research focuses on the relationship between institutional advisors and student advisees. Information regarding the necessary knowledge base and approaches of advisors is presented. Approaches which will enhance advisors' effectiveness are included.

Newlon, L. L., and Gaither, G. H. "Factors Contributing to Attrition: An Analysis of Program Impact on Persistence Patterns." College and University, 55, No. 2 (1980): 237-251.

These researchers report attrition rates for new freshmen and junior transfers at California State University, Northridge over the period 1971-77. (Figures do not include students who graduate.) For freshmen, persistence rate after one year = 68.0%, two years = 51.5%, and three years = 63.5%.

Noel, Lee. "First Steps in Starting a Campus Retention Program." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

The author contends that the means to improve programs for student retention depend on the institution's ability to examine itself closely. A method of institutional self-study is prescribed that focuses on recruitment, admissions, advising/monitoring, and the creation of a "staying" environment.

Ott, Linda S. "Admissions Management with the Focus on Retention." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

This chapter explores how admissions officers can respond to the imaginative retention strategies being developed on campus by adapting and enhancing ongoing operations, programs, and processes.

Pantages, Timothy J.; and Creedon, Carol F. "Studies of College Attrition: 1950-1975." Review of Educational Research, 48 (Winter, 1978): 49-101.

This study examines the changing trends in student attrition and persistence which have occurred during a twenty-five year period. It notes rising levels of attrition along with an increase in the time it takes more students to complete the requirements for a bachelor's degree. Some causal factors of attrition and retention are identified.

Pascarella, Ernest T., and Terenzini, Patrick T. "Patterns of Student-Faculty Informal Interaction Beyond the Classroom and Voluntary Freshman Attrition." Journal of Higher Education, 48 (September/October 1977): 540-552.

A pattern of relationships is observed among freshman persisters. The study reveals that these persisters have a significantly higher frequency of interactions along six dimensions than of voluntary leavers. The six dimensions are: (1) to get basic information about academic programs; (2) discussion of career concerns; (3) help in resolving a disturbing personal problem; (4) discussion of intellectual or course-related matters; (5) discussion of a campus issue or problem; and (6) to socialize formally. The study concludes that social interaction with faculty is related to retention, especially when the interaction focuses upon discussions of intellectual or course-related matters.

Pasteur, Alfred B. and Toldson, Ivory L. Roots of Soul: The Psychology of Black Expressiveness. Garden City, New York: Anchor Press/Doubleday, 1982.

The book provides an analysis of the artistic and creative experiences which constitute the African/Afro-American culture and explains the distinctiveness of black expression. Five aspects of black expressiveness are identified and addressed: (1) depth of

feeling, (2) naturalistic attitudes, (3) stylistic renderings, (4) poetic and prosaic vernacular, and (5) expressive movement.

Peng, Samuel S. and Fetters, William B. College Student Withdrawal: A Motivational Problem. Research Triangle Park, North Carolina: Research Triangle Institute, 1977. (ERIC Document Reproduction Service No. ED 148 206)

This study investigates the process of withdrawal from four-year and two-year institutions of higher education. Data are drawn from the base year and the first and second follow-ups of the National Longitudinal Study of the high school class of 1972. Results indicate that (1) women students were more likely to withdraw only in two-year colleges; (2) white students were more likely than black students to withdraw when other variables were controlled; (3) high school program, college grades, and educational aspiration account for most variance of withdrawal behavior; and (4) financial aid did not have a significant effect on college persistence. The data suggests that withdrawal is more of a motivational than a socioeconomic problem. They further suggest that observed differences among racial groups are largely due to rank in class, academic preparation, and SES; and that race itself has little effect on college persistence as well as entry. No significant relationship between financial stress and withdrawal is indicated in the analyses. The relationship between SES and withdrawal could primarily reflect the effect of parental expectations.

Persell, Caroline H. Education and Inequality: The Roots and Results of Stratification in America's Schools. New York: The Free Press, 1977.

The relationship between the educational system and the socioeconomic position of individuals in the American society is examined. The book contends that the educational system serves to perpetuate social inequalities. Relies heavily on Marx and Weber. The main thesis is that the society's structure of dominance is related to educational outcomes.

Peterson, Marvin, W.; Blackburn, Robert T.; Gamson, Xelda F.; Arce, Carlos H.; Davenport, Roselle W.; and Mingle, James R. Black Students on White Campuses: The Impacts of Increased Black Enrollments. Ann Arbor: Institute for Social Research, The University of Michigan, 1978.

Attention is given to the impact of the admission of black students on the structures, programs, and policies of predominantly white institutions of higher education. As stated in the introduction, the book is concerned with the responsiveness of predominantly white higher education institutions to black

students, particularly in the context of the sudden increase of black students which occurred during the 1960s. Part III is of particular worth to those interested in issues surrounding the admission and retention of black students. Key focal areas include: Gamson's description of service programs to meet the needs of black students; black student life and nonintegration; impact of increasing black administration, faculty, and organizational structure. Part IV includes survey data drawn from four institutions that were from among thirteen, "more or less" representative institutions.

Pettigrew, Thomas F. "The Effects of the Bakke Decision: An Initial Look." In Bakke, Weber, and Affirmative Action. Working papers from a Rockefeller Foundation Conference, July 12-13, 1979. New York: The Rockefeller Foundation, 1979.

This paper presents the results of a survey conducted among 381 undergraduate and graduate programs that was designed to assess the effects of Bakke on minority admissions in higher education. The author identifies three principal findings: (1) Affirmative Action efforts to enroll minority students are not as extensive as their opponents fear and their proponents wish. (2) Admissions requirements have not been lowered by affirmative action activities. (3) A program's special recruitment efforts to attract minority students do appear to lead to increased minority admissions.

Reed, Rodney, J. "Increasing the Opportunities for Black Students in Higher Education." The Journal of Negro Education, 47 (1979) 143-150.

This article shows that increased opportunities for black and other underrepresented minority students require: more efforts at recruitment and dissemination of information to potential students; programs and practices which eliminate alienation and frustration; ample financial assistance to both undergraduate and graduate levels; providing more role models; ensuring adequate and sensitive faculty and support staff; and providing research and teaching assistantships and post-doctoral fellowships. Factors that contribute to high rates of attrition among ethnic minority groups include alienation and lack of academic preparation, as well as inadequate counseling for minority groups.

Renter, Lois. "College Student Retention: An Annotated Bibliography." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

A brief introduction to the literature is provided in this chapter.

Romano, Joan L., and Garfield, Joan B. A Curricular Experiment for Underprepared Minority Students: An Evaluation of the General College Pilot Educational Packages. Minneapolis: University of Minnesota, 1980. (ERIC Document Reproduction Service No. 195 213)

An evaluation of the 1979-80 University of Minnesota's General College Pilot Education Program (PEP) for academically underprepared minority group students is presented. The results show that compared to other general college students, the PEP students came to the college with weaker academic skills, and had different personal characteristics. While PEP students achieved and were retained at levels comparable to other general college students during the fall quarter, as the year progressed, they tended to perform more poorly than the students in the comparison group. Those who were more successful tended to be younger, with high educational aspirations, coming from families where the father has post-high school training. Recommendations are made to fully incorporate development and counseling activities into regular course offerings by altering the credit, timing, and sequencing of the courses.

Rootman, Irving. "Voluntary Withdrawal from a Total Adult Socialization Organization: A Model." Sociology of Education, 1972, 45, 258-270.

Peer support in a collegiate social system is shown to be associated with persistence in college. The article suggests that college dropouts and stopouts perceive themselves as having less social interaction than do persisters.

Rose, James R. "Some Plain Talk on Retention by a College Dean." In Lee Noel (Ed.), Reducing the Dropout Rate. San Francisco: Jossey-Bass, Inc., 1978.

This chapter offers the idea that attitudes of administrators, faculty, and staff toward students can significantly affect an institution's rate of retention. A college dean explores ways of keeping students satisfied and enrolled.

Sanford, Timothy B. Non-Academic Factors Influencing the "Withdrawal" of Academically Ineligible Black Students. Chapel Hill: University of North Carolina, 1979. (ERIC Document Reproduction Service No. ED 180 362)

The document addresses the factors that influenced the withdrawal of academically ineligible black students from UNC-CH and present findings of a study comparing 32 academically ineligible black students with academically eligible non-returning students. Academically ineligible students may mask many of the same reasons for withdrawal as are given by voluntary withdrawal. Of 32 black ineligible students, most referred to health or personal problems as contributing factors to their withdrawal. The author

suggests that attrition may be reduced by sensitive response of an institution in areas of nonacademic administration so that faculty need not feel that standards are being lowered in order to retain students.

Sanford, Timothy B. Retention and Persistence Data. Chapel Hill: University of North Carolina, 1980. (ERIC Document Reproduction Service No. ED 188 562)

This document includes two studies entitled, "Persistence to Graduation for Freshmen Entering UNC-CH 1967-75" by Timothy Sanford, and "Freshmen, Transfer, Professional, Masters, and Doctoral Student Retention at UNC-CH" by Paul D. Naylor and Timothy Sanford. Some noteworthy findings include: (1) that professional students show the highest retention rates among all students, enrolled at UNC-CH; (2) that freshmen graduation rates are rising noticeably; and (3) that of those undergraduates who do not persist, higher percentages of black students are lost because of academic ineligibility. The second study states that retention is a means of offsetting some of the impact of reduced enrollment and identifies doctoral students as having the lowest persistence among post-graduate students.

Schrader, Jerry G. and Kent, Marion. Education of Minorities and the Disadvantaged: A Partial Annotated Bibliography. Madison, Wisconsin: The University of Wisconsin Systemwide Center for the Study of Minorities and the Disadvantaged, 1978.

This annotated bibliography includes topical information pertinent to the secondary and postsecondary education of minority groups and the educationally disadvantaged.

Scott, Gloria Randle. "The Economic Future: Institutional and Student Financial Aid for Blacks in Higher Education." In Gail E. Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.
The author examines the impact of the federal government, private business and organizations, and economic conditions on the economic future of black students in higher education.

Sedlacek, William E., and Brooks, Glenwood C., Jr. Racism in American Education: A Model for Change. Chicago: Nelson-Hall, 1976.

This book addresses the practice of racism in American society in the context of its consequences. A six-stage model is developed in which racist behavior can be changed: Stage I--Emphasizes the need for awareness of racial and cultural differences; Stage II--Involves acceptance of personal responsibility for racism; Stage III--Employs the situational attitude scale which the authors developed at the University of Maryland which is designed

to measure negative racial attitudes that impact on behavior; State IV--Studies racial stereotypes; and Stage V and VI involve the goals and strategies for changing behavior.

Sedlacek, William E., and Webster, Dennis W. Admissions and Retention of Minority Students in Large Universities. College Park, Maryland: University of Maryland, Counseling Center, 1977. (ERIC Document Reproduction Service No. ED 139 889)

A survey of 103 admissions officers at large universities shows black freshmen enrollment at an overall 3% in fall 1969 and only 5% in fall of 1976--down from a high of 6% in 1973. The study further indicates that white private institutions are doing better than public institutions in enrolling and retaining minority students. White public institutions are enrolling 4% or 5% black freshmen; 2.5% of those students returning in 1976 are black. In contrast, private institutions are enrolling 6% or 7% black students and returning 6.3%.

Smith, Donald H. Admission and Retention Problems of Black Students at Seven Predominantly White Universities. Washington, D.C.: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980.

The author identifies the means for increasing admission, retention, and graduation rates among black students on the postsecondary level. The data is based on observations among seven predominantly white universities selected on the basis of regional and public/private criteria. Poor academic preparation in secondary schools is identified as the main barrier to access. Social conditions on the seven university campuses observed such as hostility, and alienation are identifed as central causes to high attrition rates among black students.

Smith, Donald H. "Social and Academic Environments on White Campuses." Journal of Negro Education, 50, No. 3 (1981): 299-306.

This article addresses several key questions that relate to the social and academic environments which black students experience at predominantly white higher education institutions. These questions concern the effect of campus environments on black student persistence and the manner in which those environments affect black students' personal development. Citing a recent study of seven predominantly white universities conducted by the author, the article identifies alienation and loneliness as being the most common factor in black student attrition as expressed by the students, black faculty, and administrators.

Smith, Noel T.; Maxwell, Jack D.; Carney, Myrna L.; and Fontaine, Phyllis D. "Student Retention Studies." College and University, 51 (1976): 652-654.

This article supports research which suggests that factors such as being from a lower status family contributes to attrition (where ability is held constant).

Sowell, Thomas. Black Education - Myths and Tragedies. New York: David McKay Company, Inc. 1972.

The educational development of black people in the context of history, contemporary conditions, and the future is assessed. Attention is given to the author's personal experience as well as to more general experiences in the eductional system. What are regarded as myths that are applied to the process of black student education, are delineated and discussed. A suggestion for reducing some problems that are linked to black student recruitment is that higher education institutions should concentrate on recruiting and screening mechansims which would admit students who are better prepared academically.

Spady, W. "Dropouts From Higher Education: Toward an Empirical Model." Interchange, 2 (1971): 38-62.

The author identifies social interaction with faculty as a variable which is related to retention.

Stone, Winifred O. "Mood of the Black Student on the Predominantly White Campus." Journal of Afro-American Issues, 5 (Winter 1977): 4-18.

It is contended that a set of omnibus postulates and the three important dimensions of black identity, alienation, and contemporary attitudes interact to significantly effect black students' experience. The author further points to evidence suggesting that current interaction of these postulates and dimensions may produce more debilitating effects than previously because of retrenchment of black programs, affirmative action, and equal employment opportunities.

Taylor, Orlando L. "New Directions for American Education: A Black Perspective." Journal of Black Studies, 1 (September 1970): 101-12.

This article expresses a critical point of view of educational establishments' refusal to educate black students on "black terms." The university is described as a middle class entity where the education of black students is inadequate in the provision of a means for cultural identity, psychological acceptance, feelings of relevance, and achieving cultural goals. A need for

an educational system which produces a genuinely pluralistic atmosphere is suggested.

Thomas, Gail E. "The Effects of Standardized Achievement Test Performance and Family Status on Black-White College Access." In Thomas (Ed.), Black Students in Higher Education, Conditions, and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

This chapter presents a study of 1972-73 higher education admissions data. In the context of a popular concern about the impact of conventional college admissions criteria and financial aid on black acess to higher education, the study focuses on the manner in which standardized achievement test performance and family status impact black and white student enrollment in higher education institutions, and concludes that both background variables are signficant for black and white entry. However, when these variables are controlled, black students exceed white students in college enrollment. This was found to be especially the case among black students who occupied a low scale on either or both background variables. The study therefore infers that black students experiencing low family status and/or low standardized test performance are more successful in capitalizing on affirmative action and financial aid programs than white students with those same experiences. The data does not deal with racially determined advantages and disadvantages in higher education beyond admissions.

Thomas, Gail E. "The Future of Blacks in Higher Education: Recommendations and Conclusions." In Thomas, (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

The author provides a summary chapter to her edited work which calls for a total commitment of the American society and the assumption of leadership by the federal government to promote change within the educational system such that there will be more general access to higher education.

Thomas, Gail E.; McPartland, James M.; Gottfredson, Denise C. "Desegregation and Black Student Higher Educational Access." In Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

These authors assess higher education desegregation in the aftermath of the Adams v. Richardson (1973) decision. The study focuses on the achievement of minority students in the areas of educational access, retention, and employment.

Thomas, Gail E.; Mingle, James R.; and McPartland, James M. "Recent Trends in Racial Enrollment, Segregation, and Degree Attainment in Higher Education." In Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

This chapter provides data describing black student enrollment trends during the 1970s. The study indicates that between 1972 and 1976, black enrollment increased while white enrollment experienced a slight decrease. Two related observations are particularly noteworthy: (1) that one-half of black students are enrolled in the south; and (2) that in 1975-76, southern black institutions awarded 69% of the B.A. degrees received by black students. Thus, the important role of predominantly black institutions in educating black students is indicated. The authors conclude that in the 1970s black students for the most part approximated parity in higher educational access at the undergraduate level, but not at postsecondary levels. They identify the need during the 1980s for greater efforts, by institutions and administrators to provide a high quality, more diverse education to black students which meets the demands of the current job market.

Tilton, Betty D. The Development and Use of A Computerized Data Base for Monitoring Student Retention. Tallahassee, Florida: AIR Forum, University of Minnesota, 1979. (ERIC Document Reproduction Service No. ED 174 097)

The development and maintenance of a computerized data base at Florida State University and its use in monitoring student retention are discussed. In addition to its use in monitoring changes in student retention rates, the retention data base can be used for the following purposes: (1) to assess the impact of policy changes/new programs implemented to decrease student attrition rates; (2) to identify members of special groups for follow-up surveys; (3) to develop predictor models of student success. Implications: The data base provides the researcher with the capability of studying retention rates for any number of select groups of students.

Tinto, Vincent. "Dropouts From Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research, 45 (1975): 89-125.

This article calls for a conceptual approach that integrates the student with the institution along two dimensions, the academic and the social. It also provides insights as to what institutions can do to improve retention in terms of both social and academic integration.

Turner, Rick. "Factors Influencing the Retention of Minority Students in the 1980's: Opinions and Impressions." Journal of Non-White Concerns, (July 1980): 204-215.

As the author explains, this article represents the opinions of several administrators, faculty, staff, and students from five higher educational institutions in California regarding factors that influence minority group student retention. Some of these factors which are discussed are: recruitment, student orientation, admissions and transfer criteria, financial aid, relevant curriculum, faculty and staff, minority students, outreach efforts, progress and performance monitoring, and institutional commitment.

University of Minnesota. The 1980-81 General College Retention Program: Final Report. Twin Cities, Minnesota: 1982.

This comprehensive report of the Pilot Education Program at the University of Minnesota General College is comprised of three sections: "An Overview of the General College PEP Program in Its Second Years" by C. P. Zanoni; "The Second Year of the General College PEP Program: A Curriculum Experiment for Underprepared Minority Students" by John L. Romano and Joan B. Garfield; and "Teaching Writing in the PEP III Package" by April Knutson.

Walton, Joseph M. "Retention, Role Modeling, and Academic Readiness: A Perspective on the Ethnic Minority Student in Higher Education." The Personnel and Guidance Journal. (October 1979): 124-127.

This article discusses retention, role modeling, and academic readiness as these issues relate to ethnic minority students in higher education. The central points of the study revolve around the need to stem the unusually high rates of attrition of minority students through academic role modeling and recognition of the concept of delayed academic readiness. Methods of implementing a mentor-student program are also suggested.

Washington, K. R. "Special Minority Programs: 'Dupe or New Deal?'" Journal of Afro-American Issues, 5, (Winter 1977): 60-65.

Attrition rates suggests that special programs for minority students serve the revolving door function. The responsibility for moving disadvantaged students toward the actualization of their true potential rests equally with the institution, the program administration, and the students. Some factors which the author feels make a difference in successful programs are: (1) institutional commitment; (2) strong program leadership; (3) support services; (4) financial aid; and (5) student commitment.

Young, Herman A. "Retaining Blacks in Science: An Affective Model." In Gail E. Thomas (Ed.), Black Students in Higher Education, Conditions and Experiences in the 1970s. Westport, Connecticut: Greenwood Press, 1981.

Out of a concern for the depressed number of black enrollment in the natural sciences, this article provides a guideline for increased admission and retention of black students in this area. Further implementation of supportive service programs and a further commitment from faculty and administrators is suggested.

Zanoni, Candido P. The 1979-80 General College Retention Program, Final Report: Pilot Education Programs. Minneapolis: University of Minnesota, 1980. (ERIC Document Reproduction Service No. ED 195 212)

Retention efforts at the University of Minnesota during the 1979-80 academic year are described. The subject of this report is the Pilot Education Program (PEP) which comprises three parallel but distinct packages to serve American Indians, Chicano/ Latino, and black students. Packages are designed to be relevant to characteristics of the students enrolled.